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ABSTRACT

ERIC abstracts on citizen involvement in the control of schools, announced in RIE through Novermber 1970, are presented. The key terms used in compiling this collection are "citizen participation," "decentralization," "parent participation," "parent school relaticnship," "school community relationship," and "school district autoncmy." The following information is presented for each document: author, title, place of publication, publisher, publication date, number cf pages, ERIC document (ED) number, price and availability, and abstract. A subject index is cros-referenced with the document listing. (RA)

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ERIC Abstracts on:

Citizen Involvement in the Control of Schools

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Citizen Involvement in the Control of Schools

Compiled by

the

ERIC Clearinghouse on
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PREFACE

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Philip K. Piele
Director

INTRODUCTION

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To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on citizen involvement in the control of schools are CITIZEN PARTICIPATION, DECENTRALIZATION, PARENT PARTICIPATION, PARENT SCHOOL RELATIONSHIP, SCHOOL COMMUNITY RELATIONSHIP, and SCHOOL DISTRICT AUTONOMY. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through November 1970. Not all of the listed documents were processed by this Clearinghouse.

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A subject index, beginning on page 21, is cross-referenced with the document listing. The subject terms, arranged in alphabetical order, are identical to those contained in RIE's subject index.

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1. Advisory Committee on Decentralization. Final Report of the "Advisory Committee on Decentralization," Submitted to the Board of Education of the City of New York. New York: 1968. 152 pages. ED 025 573 MF $0.75 HC $7.70.

   This report of the Advisory Committee on Decentralization examines the status of school decentralization in New York City, particularly the progress of three demonstration projects, I.S. 201 in East Harlem, Two Bridges in the Lower East Side, and J.H.S. 271 and I.S. 55 in the Ocean Hill-Brownsville section of Brooklyn. Because it is felt that the degree to which district superintendents are consulting with local school boards is inadequate to achieve administrative decentralization, the committee recommends that the central board of education (1) plan elections to permit communities to elect their own local school governing boards, (2) institute learning programs for governing boards and district superintendents, (3) make the governing boards responsible for visiting schools, and (4) delegate to the boards the right to hire and fire district superintendents, consult with district superintendents on every tenure appointment, and approve budgets and curriculum. The committee also presents guidelines for decentralization (number of districts, role of the community, etc.) and suggests a transitional plan.

2. American Association of School Administrators, and National Education Association. "Citizens Advisory Committees." Washington, D.C.: Educational Research Service Circular, 3(1968). 57 pages. ED 031 811 MF $0.25 HC not available from EDRS. (Available from Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, single copy $1.50, quantity discounts.)

   This document contains the results of a national survey designed to determine the composition and location of permanent citizens advisory committees operating within the nation's school districts. The fifty-two districtwide, continuing citizens advisory bodies identified by 290 responding school systems are listed alphabetically by state. The following information is given for each committee listed: (1) name of committee, (2) year established, (3) origin of committee, (4) number of members, (5) occupational representation, (6) selection of members, (7) internal committees, (8) frequency of meetings, (9) financial support, (10) method of operation, (11) functions, and (12) additional comments. The summary presents a breakdown of the total sample, based on the categories listed above. The appendix lists professional advisory committees, dissolved permanent committees, temporary committees, and sample guidelines to assist those who may be involved in formulating a citizens advisory committee. Twenty selected references on the formulation and operation of citizens advisory committees are included in the bibliography.

3. Barnes, William D. A Study of Informal Group Activity within a Community's Educational Arena. Ed.D. thesis, University of Oregon, 1961. 175 pages. ED 020 474 Document not available from EDRS. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan, L.C. Card No. Mic. 60-6077, Microfilm $2.75, Xerography $8.00.)

This longitudinal field study examined the informal relationships by which school-oriented leaders influenced the development of policy in the educational arena of an Oregon community. Considered were fifteen businessmen and professionals who were named as leaders by many others in the community and were also recognized as being influential in local school matters. These influentials belonged to one or another of four informal groups: (1) the businessmen, long politically dominant in the community, and concerned with the financial management of the school district; (2) young professionals concerned with improving municipal services; (3) several friends, almost all school district officials, who hunted and fished together; and (4) the local newspaper editor and the new superintendent of schools, friends of long standing. Unlike the former superintendent, whose actions had reflected the views of the businessmen, the new superintendent developed far more flexibility in role behavior, using many groups as referents in his policies and practices. Implications for public school administration are noted.

4. Belasco, James A., and others. "School-Community Relations." Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, March, 1970. 20 pages. ED 037 415 MF $0.25 HC $1.10.

A study was conducted to observe the potential conflict over control of education in order to hypothesize about the generality of system-community conflict phenomena. A questionnaire was administered to a randomly stratified sample of the community and to the total professional teaching population in a city school district (population of thirty-five thousand) in upstate New York. Respondents were asked who they presently perceived had the decision-making power and who they thought should have final control over a series of economic, administrative, and educational issues. The following conclusions were reached. There is a potential for sharp conflict between environmental community groups and the internal professional staff concerning the ideal distribution of authority, the largest differences concerning economic issues. The community desires greater control for itself and its elected representative, the school board, and less by the professional teacher than is desired by teachers. On educational and economic matters, both the community and the teachers desire some change from what they perceive is present practice. Both desire more control of the educational process by teachers. Community perceptions do not accurately reflect present

decision-making practices. Such current ignorance, while serving to avoid overt conflict, also sows the seed for future conflict. For instance, collective bargaining may increase the potential for conflict by increasing the visibility of internal operations, and by making more salient the relative power of teacher groups.

5. Berube, Maurice R., ed., and Gittell, Marilyn, ed. Confrontation at Ocean Hill-Brownsville: The New York School Strikes of 1968. New York: Frederick A. Praeger, 1969. 340 pages. ED 032 370 Document not available from EDRS. (Available from Frederick A. Praeger, Publishers, 111 Fourth Avenue, New York, New York 10003, $2.95.)

   "This collection of documents and analyses of the Ocean Hill-Brownsville controversy attempts to provide an accurate record of the circumstances of that confrontation." There are sections devoted to community control and decentralization in New York City, the due-process issue raised by the teachers union, and anti-Semitism and racism. Each section follows the same format--an opening editorial summary followed by pertinent documents and analyses representing various viewpoints. A brief chronology supplies an account of events from September, 1966 to November, 1968. Also included is an article by one of the editors on urban school reform in the 1970s.

6. Broudy, Harry S. "The School as a Social System: Stress and Distress." Paper presented at the annual convention (24th) of the Association for Supervision and Curriculum Development, Chicago, March 16-20, 1969. 21 pages. ED 030 215 MF $0.25 HC $1.15.

   Three major areas of confrontation within the educational system stem from power shifts taking place within the social system as a whole. The taxpayers' revolt against increased school expenditures as juxtaposed to teachers' collective demands for salary increases forms the nucleus of one major confrontation area. Secondly, urban schools face a dilemma while attempting to reconcile black power demands for community control of schools with the principle that centralization is a logical corollary of increasing interdependence and homogeneity within the society. The revolt of college and high school students against their administrations forms the third major area of confrontation. Although the educational subsystem must be capable of adapting to new social demands, these three distresses are symptomatic of societal, rather than strictly educational, ills. As such, the root causes of these distresses can only be treated by the integrated efforts of the many subsystems comprising the total social system.

7. Bundy, McGeorge, and others. Reconnection for Learning: A Community School System for New York City. New York: Mayor's Advisory Panel on Decentralization of the New York City Schools, 1967. 127 pages. ED 013 287 MF $0.50 HC $6.45.

This report (the Bundy Report) proposes a plan for the decentralization of the New York City school system that would allow for greater community involvement in school policy making and for educational innovation and administrative flexibility. To achieve these goals, the report recommends that the school system be reorganized into a federation of thirty to sixty largely autonomous community school districts and a central educational agency. The local districts, which would serve between twelve thousand and forty thousand pupils, would be responsible for all "regular" education within their boundaries and would be governed by local boards composed of district residents chosen by parents and the mayor. The boards would receive annual allocations of operating funds to be used at their discretion, provided that state educational standards and union contract terms were met. The local boards would determine their own personnel policies but would preserve all tenure rights of existing personnel. The central agency, composed of either three full-time mayoral appointees or a board made up of members nominated by the community school districts, would have authority over special education functions and citywide policies, would provide special centralized services, and would be responsible for advancing racial integration. The state education commissioner would retain his responsibility for maintaining educational standards, for assuring that integration is being fostered, and for overseeing the transition to the community school system, which would take effect in 1969. A draft of the legislative act to create the community school system is included.

8. California Council of Parent Participation Nursery Schools, Inc. Pointers for Participating Parents. San Francisco: 1968. 268 pages. ED 028 825 Document not available from EDRS. (Available from California Council of Parent Participation Nursery Schools, Inc., 998 Eddy Street, San Francisco, California 94601, $5.40.)

This handbook is a compilation of information and source material used by the California Council of Parent Participation Nursery Schools in organizing and constructing their system of nursery schools, in which the parents participate in the education of the children. The handbook is designed to help new schools get started or to anticipate or correct problems in existing schools. The text of this handbook is divided into four major sections: (1) Getting Started, (2) Operating a School, (3) School Administration, and (4) The Councils. There are seventeen subsections, ranging from a list of the articles of incorporation of the organization to tips on conducting public relations.

9. Calkins, Hugh, and others. A Plan for Action by Citizens in Education: Goals for Greater Cleveland's Elementary and Secondary Schools by 1970. Cleveland, Ohio: Greater Cleveland Associated Foundation, 1962. 66 pages. ED 002 464 MF $0.50 HC $3.40.

Recommendations include: (1) realization of citizen responsibility for the quality of school boards and for the means of finding the most qualified board candidates, (2) special attention to the design of the new city of Cleveland school buildings to achieve greatest long-term value from the recently approved bond issue, and (3) major improvement in opportunities for vocational education. Suggestions are presented for substantial participation by universities and colleges in teacher education and research, for provision of quality libraries in the many elementary schools that still lack such facilities, and for a decision by greater Clevelanders to rely principally on local tax sources in raising additional revenue for their public schools.

10. Campbell, Ronald F. "The Future of City School Boards." Paper prepared for National School Boards Association Seminar, July 10-12, 1969. 19 pages. ED 033 478 MF $0.25 HC $1.05.

The late nineteenth and early twentieth centuries were the period of rapid urban development fostered by industrialization. This was also the period of systemwide development of city school districts funded by favorable tax bases from industrial property and from a complete cross-section of social strata. The first consolidation of districts began within the cities and, at least as an ideal, an elitist concept governed the selection of persons for a place on relatively autonomous school boards. Population shifts, decentralization of industry, and demands for local control have each served to erode the position of city boards. It is currently possible to see a trend toward more representative boards, having greater citizen involvement. Decentralized, federated school systems are in sight with the board free to become a more effective political force. Along with more force will come more responsibility because the board will be held increasingly accountable for the results of public education.

11. Cunningham, Luvern L. "Trends and Issues in Client Demands and System Responses." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 8, 1969. 16 pages. ED 029 357 MF $0.25 HC $0.90.

Client systems are groups of students or citizens with a stake in the institution of education, who depend upon it, and who are motivated to take some action in its regard. Teachers comprise a third system with a professional interest in education. Each system is a complex

of subsystems or subgroups with contradictory as well as complementary expectations. Growing dissatisfaction with the level of teacher performance is reflected by the increasing struggle for participation in the affairs of schools by the two client systems and the professionals. Recommended school system responses to these pressures include (1) opening up to a consideration of subsystem needs, (2) dealing positively with problems of client system linkages, and (3) utilizing contemporary rational decision-making procedures.

12. Cunningham, Luvern L., and Nystrand, Raphael O. Citizen Participation in School Affairs. A Report to the Urban Coalition. Washington, D.C.: The Urban Coalition, 1969. 131 pages. ED 035 070 MF $0.75 HC $6.65.

    This research assesses new arrangements for citizen participation in urban school affairs within the thirteen cities studied. An effort was made to learn who participates and whom they represent, the forum for participation, the issues considered, the tactics used by participants, the sanctions available to participants, the success of the program, and the strengths and weaknesses of the mechanism as perceived by interested parties. Recommendations derived from the study encourage the strengthening of existing linkages for citizen participation and point out the need for new methods especially to involve poor and minority groups. In those cities where mechanisms for citizen participation are working well, leadership is emerging within the schools as well as in the community to solve educational problems. The results seem to satisfy both school officials and citizens.

13. Feldman, Sandra. Decentralization and the City Schools: Looking Forward. No. 12 in a Series of Occasional Papers. New York: League for Industrial Democracy, [1968]. 16 pages. ED 041 071 MF $0.25 HC $0.90. (Also available from the League for Industrial Democracy, 112 East 19th Street, New York, New York 10003, $2.50.)

    Although the breakup of the unresponsive school bureaucracy in New York will be a move toward greater accountability, the basic question is: Will this raise achievement levels? Its possible advantages include: more efficient operation of the schools, greater responsiveness of schools to the lay public, increased student fate control following from increased parent control, and the release of creative energies following the synthesis of community and school. The possible dangers include the establishment of a number of small, inefficient bureaucracies, and the abandonment of school integration as a paramount goal. The latter may decrease fate control by emphasizing the child's dependence on his social origins for his educational opportunities. An alternative to both the extreme neighborhood schools policy and the complete integration policy which would preserve and enhance educational quality is typified by the More

Effective Schools program. Decentralization must proceed, but a strong central agency will always be needed.

14. Foster, Florence P. Planning Parent-Implemented Programs: A Guide for Parents, Schools, and Communities. Trenton: New Jersey State Department of Education, 1969. 53 pages. ED 036 322 MF $0.25 HC $2.75.

    This booklet is the product of a small but diverse group of parents and professionals who came together to try to alleviate the problems posed by the escalating struggle for power in the schools. They hope that through parent-implemented Follow Through programs, discontented members of the community can be made to feel that they have a significant role in the schools' decision-making processes. Follow Through is explained as an extension of Head Start, and the booklet relates some of the work of the New Jersey Work-Study Conference which proposed a plan for parent involvement. A tentative framework for educational decision making is proposed, with emphasis on making parents feel that they share in the policy-making process and on casting professionals in a liaison role. A phase-by-phase outline of the plan is included which shows how various details can be handled, from budget and facilities to personnel and community relations.

15. Fusco, Gene C. Working with Organized Groups. Section 2, Improving Your School-Community Relations Program. Successful School Administration Series. Englewood, New Jersey: Prentice-Hall, Inc., 1967. 15 pages. ED 021 328 MF $0.25 HC $0.85. (Complete document available from Prentice-Hall, Inc., Englewood, New Jersey 07632, 71 pages, $2.25.)

    Working with organized groups can be an effective way of improving school-community relations. Under proper conditions, two types of organized efforts have proved to be successful--parent-teacher groups and citizens committees for better schools. Basic to the wise use of organized citizens groups is the need for the school staff to have knowledge about and to participate in community life. Administrators can vitalize parent-teacher groups by influencing the choice of effective leaders, by encouraging the adoption of sound objectives, by helping to develop balanced programing, and by teaching the groups techniques of planning. Citizens committees can be made more effective if school systems cooperate in fact finding, policy and program development, and growth of public support over a wide range of problems. School personnel should avoid becoming involved with groups who are hostile to schools, inept, or poorly organized, or whose objectives are obscure and aimless.

16. Gittell, Marilyn. "Problems of School Decentralization in New York City." The Urban Review, 2(February 1967). 8 pages. ED 013 843 MF $0.25 HC $0.50.

Demands for greater community involvement in and local control of public schools are becoming increasingly insistent. In several of New York City's school districts, local boards have taken the initiative to heighten their effectiveness and powers, but they and others disagree about definition of decentralization and ways to implement it. An effective plan must clarify (1) selection procedures for local school boards, (2) ways to appoint the local superintendent, (3) budget questions, (4) deployment of personnel, and (5) school district boundaries. Widespread community representation on local boards is one way to have local loyalty and problems better reflected in the schools. A typical eleven-member group might include five parents, two teachers, three community organization representatives, and one elected local official. The district superintendent should be chosen by the criteria of local selection, focus of his loyalties, accountability, and ability to develop community involvement. Lump-sum appropriations would aid local planning for budget allocations and local control over the development of staff. Such budget control is the single most important way to respond to community interest and to encourage innovation and provide flexibility. Practical decentralized boundaries might be derived from educational parks, strengthening the present thirty-one school districts or reorganizing them into fifteen new areas, or from creating five new borough-wide divisions.

17. Goldberg, Gertrude S. "I.S. 201: An Educational Landmark." IRCD Bulletin, 2,5, and 3,1(Winter 1966-1967). New York: ERIC Clearinghouse on the Urban Disadvantaged. 16 pages. ED 011 911 MF $0.25 HC $0.90.

Controversy over New York City's Intermediate School 201 raised some educational issues relevant to all school children as well as to the socially disadvantaged. Convinced that the school would provide neither integration nor quality education, some ghetto parents sought "quality segregated education," basic to which was community control over educational policy. Joint responsibility with representatives of the board of education for all aspects of school policy would, they maintained, give ghetto parents power comparable to that of white middle-class parents. Such power, probably not exercised by any urban parents, would not jeopardize professional standards because the board would retain joint authority, and the pressures of funding and accreditation agencies would persist. Opposed by nearly all citywide educational power groups, the dissidents became a neighborhood pressure group and pressed their demand--uncontroversial per se--for a black principal after a competent white principal had been appointed. Defeated in an initial boycott, the group seems to be generalizing its protest to other neighborhoods to compete with the citywide groups which defeated them. Fraught with dangers (chiefly those which weaken the pressure for integration), the strategy of quality segregated education through community control represents "one sound alternative" to some basic problems in urban education.

18. Goldhammer, Keith. Factors Related to Citizen, Administrator, and Teacher Participation in Educational Decision-Making. Eugene: University of Oregon, 1965. 16 pages. ED 010 217 MF $0.25 HC $0.90.

Based on a study of three communities, generalizations and propositions were presented on the topic of educational decision making. The interactions of four groups--(1) nonschool citizens of the community, (2) citizens holding official positions in the school organization, (3) school administrators, and (4) school teachers--were analyzed to show their relevance and relationships to the decision-making process. The conclusions indicate that educational decision making is a political process, involving the interactions, values, aspirations, and interests of various groups. However, it is concluded that educational politics remains relatively unpredictable.

19. Goldhammer, Keith, and Pellegrin, Roland J. Jackson County Revisited: A Case Study in the Politics of Public Education. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1968. 98 pages. ED 018 000 MF $0.50 HC $5.00. (Also available from Publications Department, Center for the Advanced Study of Educational Administration, Hendricks Hall, University of Oregon, Eugene, Oregon 97403, $2.00.)

This document is a sequel to "The Jackson County Story: A Case Study," which described the impact on a large suburban school district of community conflict which rose over both educational and noneducational issues. The first study ended after the 1962 elections in which a majority of conservative candidates was elected to the school board. This document covers the period between the 1962 and the 1966 elections. In 1963, faced with a school board whose majority was hostile to him and to many of his programs, the superintendent resigned. Under the new superintendent who aligned himself with neither faction of the school board, controversy subsided for a time. Prior to the 1964 elections, major issues came before the board which split the factions and the community into liberal and conservative camps. In 1964 and in 1966, the liberal Committee for the Public Schools (CPS) waged unified, organized campaigns for its candidates against the conservative Council for Better Education. The techniques employed by CPS in its successful efforts to capture a majority of the school board positions are described, and the effects of the community conflict upon the educational program of the county's schools are discussed.

20. Gordon, Edmund W., ed. IRCD Bulletin, Volume 4, Number 5 and Volume 5, Number 1, November 1968-January 1969. New York: ERIC Clearinghouse on the Urban Disadvantaged, Columbia University, 1969. 22 pages. ED 025 580 MF $0.25 HC $1.20.

The articles in this double issue of the IRCD Bulletin deal with the proposed decentralization of the New York City school system. Edmund Gordon argues that decentralization can provide the best organizational structure: (1) to make the schools accountable to the parents and communities they serve, (2) to place the responsibility for the child's learning on the teachers and the school, and (3) to make the educational experience relevant to the child's life. He also feels that although it may delay integration, which has a positive effect on the child's school performance, decentralization will improve the ghetto schools, which in turn will help develop individual communities and permit them more power in the larger society. Other articles--"Ghetto Schools Need Black Power" (Edward Gottlieb), "The Brooklyn Dodgers" (Jason Epstein), and "The Mason-Dixon Line Moves to New York" (I. F. Stone)--deal with the conflict in the fall of 1968 between the decentralized Ocean Hill-Brownsville demonstration school district and the United Federation of Teachers. Also included are summaries of the positions of various governmental and professional organizations, excerpts from a statement of an ad hoc committee contesting the position of the New York Civil Liberties Union, and a selected bibliography.

21. Gromacki, Chester. A Study of Current Practices and Development of an Advisory Committee Handbook. 1966. 28 pages. ED 014 950 MF $0.25 HC $1.55.

Lay advisory committees, which may be general in nature or may direct their attention to specific programs, are organized to advise and counsel school administrators and to make suggestions or recommendations for guidance of state and local boards. They provide the two-way communication between the school and the community which is essential to all educational programs. The decision to establish an advisory committee must come from a properly constituted authority and should follow consideration of the committee's purpose, membership qualifications, size, and operation. The second part of the paper is a sample handbook for advisory committees, with sections on functions, types, establishment procedures, effective use of committees, responsibilities of school representatives, conduct of meetings, and followup of meetings.

22. Hagood, Henry B. Community Control of the Schools: A New Alternative. Detroit: Michigan-Ohio Regional Educational Laboratory, Inc., 1969. 15 pages. ED 036 894 MF $0.25 HC $0.85.

The concept of community control of schools differs from "decentralization" because community control stresses the possibility of the schools becoming an integral part of the total community. When professional educators are coupled with a cluster of special-interest groups (e.g., book publishers, realtors, landowners, politicians), they form interlocking subsystems that can be described as the "Educational Power Complex." These interest groups often challenge one another for relative power. The concept of community control represents reform that would redistribute power outside the complex. The call for community control is interwoven in a revolutionary push by members of the "Black City Reservation" to determine their own destiny. The crisis in education is one of the community questioning the relevancy of its own existence in the educational complex. Meaningful community control can come only if we (1) develop alternative measures to determine whether stated objectives are reached, (2) devise methods for students to exercise power, (3) redistribute economic power, (4) restructure the school-community relationship, (5) develop inservice strategies for teachers and paraprofessionals, and (6) develop processes for involving all persons concerned in planning and evaluating school programs.

23. Havighurst, Robert J., and others. Interaction Between Society and Education in Chicago. Final Report. Chicago: Department of Education, University of Chicago, 1968. 73 pages. ED 023 180 MF $0.50 HC not available from EDRS. (Available from the University of Chicago, Department of Education, 5835 Kimbark Avenue, Chicago, Illinois 60637, $3.00.)

    This study of social systems in Chicago has three objectives: (1) to explore the interaction of the educational system with the social structure and social forces in a modern metropolitan area, (2) to make a historical study of the development of education in a city evolving during the twentieth century, and (3) to develop a method for a sociohistorical study of education in a complex community. The findings are: (1) The public schools are an important element in the local politics of Chicago; (2) the public schools have been influential both in educational policy and in receiving financial support from the businessmen of the community; (3) several major civic organizations have been important factors in certain decisions affecting schools; (4) the public schools have been brought into cooperation with noneducational agencies to solve social problems of the city; (5) teachers organizations have been active since 1900; (6) the personalities of certain individuals in the school system have influenced educational history; and (7) population movements have influenced the public schools.

24. Lang, Gladys Engel, and others. Responses to a Decentralization Crisis. "Pulse of the Parent," Number 1: First in a Series of Reports of Parent Opinion Prepared by the Mass Media Committee. New York: Center for Urban Education, 1968. 22 pages. ED 029 919 MF $0.25 HC $1.20.

Discussed are some decision-making influences on the attitudes of New York City parents toward school decentralization. The Mass Media Committee of the Center for Urban Education maintains a representative panel of parents from whom information about communication experiences and responses to educational issues can be gathered. Telephone interviews elicited the panel's responses to a number of facets of the Ocean Hill-Brownsville school crisis and to the decentralization question. Both white parents favoring decentralization and black parents in communities where the leaders support decentralization showed little agreement on how "parent influence" can achieve better education for the children. Supporters of decentralization are not demanding parental control. These "suggestive" poll findings imply that decentralization must be debated as an educational issue with specific application to the children.

25. Levine, Aaron. Task Force Report on Community Organization for Citizen Participation. Boston: Action for Boston Community Development, Inc., 1961. 28 pages. ED 001 513 MF $0.25 HC $1.50.

A new citywide civic agency, entitled Action for Boston Community Development (ABCD), reviewed and raised issues related to the physical, social, and economic development of the community in order to fulfill and satisfy the human needs of Boston. The overall goal of community organization for citizen participation was to realize to the fullest extent a democratic society. The community organization tried to have the entire community, from the top executive to the slum tenant dweller, represented at all meetings. The main concerns were provisions for improved public facilities, study of the city's codes, review of specific planning and issues, and consideration of a metropolitan approach to social planning problems.

26. Levin, Henry M. Decentralization and the Finance of Inner-City Schools. Stanford, California: Stanford Center for Research and Development in Teaching, Stanford University, 1969. 15 pages. ED 031 799 MF $0.25 HC $0.85.

School districts containing the largest proportions of poor and disadvantaged pupils have the lowest financial resources available to support their schools. The inequalities persist because of a combination of both technical and political reasons. The evidence reviewed suggests that the distribution of school resources is directly related to the distribution of wealth and power among the populations being served, both among and within school districts. Ethnic minorities and the poor have traditionally been shortchanged in the provision of social resources. Only when there is a redistribution of power to these groups will there be a more equitable allocation of finances. On the basis of this assumption,

community control and decentralized schools can improve the financing and effectiveness of the inner-city schools.

27. Levin, Henry M., ed. "Community Control of Schools. Studies in Social Economics." Papers presented at the Brookings Conference on the Community School, Washington, D.C., December 1968. 318 pages. ED 039 271 Document not available from EDRS. (Available from Brookings Institute, 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036, $7.50.)

The conference proceedings that comprise this book focus on three problem areas. The first, objectives and social implications of community governance of city schools, is covered as follows: Harold Pfautz discusses the long-run impact of community-governed schools on goals of racial equality and harmony; Mario Fantini suggests the curriculum and other factors that might be the focus of community efforts to improve urban schools; Leonard Fein examines the present schooling approach and contrasts it with a community-oriented strategy for educating minority Americans; and Robert Maynard links the community school movement to the general surge for black self-determination. Secondly, redistribution of power is treated as follows: Marilyn Gittell discusses the roles of participants in the changing circumstances; Robert Lyke examines the lack of response of city school boards to minority student needs; Rhody McCoy describes the formation of the Ocean Hill-Brownsville school district; and Michael Moskow and Kenneth McLennan detail the probable impact of school decentralization on teacher negotiations. The third area, possible procedures to make decentralization more effective than centralized administration, is covered as follows: Thomas James and Henry Levin present criteria for financing schools; and Anthony Downs suggests incentive schemes to improve urban school operation. A summary, by Henry Levin, of the conference proceedings completes the book.

28. Lopate, Carol, and others. Some Effects of Parent and Community Participation on Public Education. ERIC-IRCD Urban Disadvantaged Series, Number 3, February 1969. New York: ERIC Clearinghouse on the Urban Disadvantaged, Columbia University, 1969. 50 pages. ED 027 359 MF $0.25 HC $2.60.

This review paper on the current issue of school decentralization points out that it has been consistently demonstrated that participation in the decision-making process results in positive changes in both the affective and instrumental behavior of participants. Studies show that parent involvement in the schools enhances children's development and academic achievement. The invidious sense of powerlessness felt by minority-group parents and children in dealing with such middle-class institutions

as the schools would be lessened if they actively participated in the decisions affecting a significant part of their lives. Concomitantly, an improved self-concept and greater sense of fate control, leading to changes in the child's aspirations, attitudes, and motivation, would increase academic achievement. Moreover, strengthening the integrity of the neighborhood school and the community would also serve to enhance child development. The minority group child's heightened self-worth and sense of control over his destiny (mentioned in the Coleman Report as such an important element in school success) would be encouraged by his awareness of the participation of parents and community groups in effecting changes in educational policy and programs.

29. Mayer, Martin. "The Governing Board." Part I in The Teachers Strike, New York, 1968. New York: Harper and Row, Publishers, 1969. 28 pages. ED 029 395 MF $0.25 HC $1.50. (Complete document available from Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016, 122 pages, $3.95.)

In late spring of 1967, the New York City Board of Education recognized an experimental school district, comprised of two junior high schools and six elementary schools, in the Ocean Hill-Brownsville area of New York City. The prime impetus for this experiment in community involvement in decentralized school administration stemmed from a coalition of parents residing in the community and teachers belonging to the United Federation of Teachers. Representatives of this coalition were members of the district's initial planning council, and later comprised the majority of the members of the district's governing board. This experiment immediately faced large obstacles and consequent frustrations stemming from at least three sources: (1) intercoalition dissension, heightened by the citywide teachers' strike of 1967, (2) the city board of education's refusal to allocate authority to the local governing board, and (3) widespread dissension and insecurity throughout the total staff of the school district. These factors, coupled with other disruptions, accented the position of those members of the governing board who felt the need to "force a confrontation."

30. New York City Commission on Human Rights. Report on Three Demonstration Projects in the City Schools from the New York City Commission on Human Rights. New York: 1968. 28 pages. ED 025 574 MF $0.25 HC $1.50.

Reported are the findings of hearings on the operation of three demonstration projects--I.S. 201, Two Bridges, and Ocean Hill-Brownsville--in decentralized school districts in New York City. The hearings were concerned with the impact of the projects on the schools and community in these districts and with any evidence of improved education as a result of decentralization. In addition to discussing the projects in each district,

the report describes the roles of the parents, teachers, supervisors, and central board participating in the projects, and discusses the increased community participation and problems of staffing and fair political participation which accompany decentralization. Also, it stresses the need for safeguards against possible abuses on the part of local governing boards in a decentralized school system.

31. Office of Education. Workshop Report on Parent-Community Involvement. Washington, D. C.: Department of Health, Education, and Welfare, 1969. 114 pages. ED 032 165 MF $0.50 HC $5.80.

    An inservice workshop on parent-community involvement in the schools was conducted from October 1968 to May 1969 for all principals, educational specialists, subagency superintendents, and agency superintendents on the Navajo Indian Reservation. Members of the workshop set up and reported on an experimental parent-community involvement program developed for their respective schools and areas. The present report consists of two sections: (1) each member's unedited report of his experimental program, and (2) separate lists of suggestions for school personnel and school board members for involving parents and the community in the schools.

32. Piele, Philip K. "School-Community Relations." Eugene: Center for the Advanced Study of Educational Administration, University of Oregon. r & d perspectives, (Spring 1969). 4 pages. ED 030 210 MF $0.25 HC $0.30.

    This review examines eighteen selected documents processed through the ERIC system dealing with research findings, procedures, and innovations in school-community relations. Although documents reviewed emphasize a variety of issues bearing on school-community relations--citizen participation, mass media, public relations, voter support, power structure, and school personnel roles--the general area of communication between the school and various segments of the community is a common concern of the literature.

33. Reif, Jane. Crisis in Norfolk. Richmond: Virginia Council on Human Rights. 32 pages. ED 002 043 MF $0.25 HC $1.70.

    The school crisis in Norfolk, Virginia, lasted five months during which time ten thousand children were denied education because of closed schools. Fewer than forty-five hundred students went to makeshift tutoring groups; sixteen hundred transferred to schools outside the city. School closing disrupted family life, weakened community relations, and hurt business. The most significant failure in the Norfolk school crisis was that of established leadership. In his gubernatorial campaign,

Virginia's governor had made it clear that public schools would be closed before they would be allowed to open as integrated institutions. Yet most people were reluctant to face the fact that integration was upon them and that the state policy represented an impending danger to public education. In the summer of 1958, before the crisis in the fall, a handful of men and women, who later formed the Norfolk Committee for Public Education, went to the mayor to discuss the coming school situation. Although greeted with acceptance and good will, these people were told that it was not yet time for the appearance of a public education group. Even though they had never intended to accept full responsibility for the movement, the rank-and-file, middle-class members of the Norfolk Committee for Public Education became the leaders, while the elected power structure sat in silence. Backed by the legal decisions of the Federal Court, the teachers who refused to join the segregationist private school movement and the ministers and businessmen who spoke out succeeded in opening the schools in February 1959.

34. Schram, Barbara A. Some Basic Guidelines for Building Parent Participation Groups to Effect Changes in the Public School System. New York: Two Bridges Parent Development Program, 1968. 22 pages. ED 035 693 MF $0.25 HC not available from EDRS.

While the concept of decentralization does highlight parent participation in school affairs, the actual process of involving parents in educational decision making is one of progressively building up their confidence, knowledge, and skills of strategies which the system has withheld in the past. A small group of risk-taking parents can gradually participate more by making projects visible and involving. As the group becomes a place of support and excitement for the parent, isolation and fear of confrontation begin to be overcome. In addition, through reaching out to similar groups in progressive stages, the group increases its sense of determination, strength, and knowledge. As it gains a high level of sophistication it must, in turn, contribute to newer groups in a constant effort to increase the coalition power of parents throughout the city.

35. Shapiro, Elliot, and others. Involving Community and Parents. 1967. 6 pages. ED 012 736 MF $0.25 HC $0.40.

In the first of several papers presented by a panel, Aaron Brown briefly reviews some issues of parent-community involvement in the schools and notes the increasing community concern with better teacher preparation and performance, quality integrated education, and various current educational strategies and practices. He points out that the principal is the key to the success or failure of parent-community involvement. Harry Gottesfeld states that ghetto residents have the greatest understanding of the factors influencing their children's lives and school

behaviors and, therefore, community people can offer considerable knowledge to teacher education. He outlines six productive roles for community residents in teacher education and in the schools. Don Watkins says that low-income communities can explain the demographic characteristics of poverty areas to teacher trainees, involve them in area activities, and offer them direct personal experiences with the poor. He urges that school systems guarantee parent-community involvement in decision making before teachers are placed in the schools and that adult education courses train residents for various professional jobs. Elliot Shapiro, in summarizing the panel papers, adds his criticism of the "aloofness and smugness" of the educational establishment and suggests that teacher trainees be taught how to cope with this establishment.

36. Smith, R. V., and others. Community Organization and Support of the Schools: A Study of Citizen Reaction to the Birmingham, Michigan, Public Schools. Ypsilanti: Eastern Michigan University, 1964. 147 pages. ED 001 910 MF $0.75 HC $7.45.

While the major purpose was to explore the significance of community organization for school support, a secondary purpose was to demonstrate the practical significance of sociological theory and the survey research technique to educational problems. Some of the findings are as follows: (1) The level of support which a community accords its schools is related to the social organizational patterns of that community; (2) support for schools is much more characteristic of formal group members such as those in the PTA, social clubs, and church organizations; (3) the significance of the disinterest and lower level of support among nongroup members increases when it is found that they are not in touch with other community members or with mass communication media; and (4) it is more difficult to change such disinterest even after it has been detected. These findings have important implications if one considers present urban migration patterns, millage campaigns, attitudes toward formal organizations held by members of a community, and questions of local support versus the establishment of a broader base of school support.

37. Spencer, David, and others. "A Citizens Review Board for Teachers." American Teacher, 51, 4 (December 1966). 6 pages. ED 013 267 MF $0.25 HC $0.40.

In a dialogue on the value of establishing a citizens review board which would have a voice in selecting and retaining teachers in ghetto schools, two opposing views are stated by a parent involved in New York City's I.S. 201 school controversy, which stimulated the idea of a review board, and the president of the local chapter of the American Federation of Teachers. The parent believes that the school system should be

held responsible for the failure of the child in the ghetto school, which should accept him "on his own terms" rather than force him to conform to the values of the dominant society which the school represents. A community educational council and the board of education could jointly review the hiring practices and the qualifications of staff in ghetto schools, thus guaranteeing that the schools would be educationally sound. While supporting the right of citizens to protest their grievances against teachers, the president of the local teachers union opposes parent or community review of teacher employment or performance. He feels that a program should be developed to erase the causes of the failure of the present educational system that have precipitated the need for the review board. Among other changes, such a program would establish internships for teachers, increase the use of subprofessionals in the schools, and make changes in the present supervisory system.

38. Spiegel, Hans B.C., ed. Citizen Participation in Urban Development. Volume 2. Cases and Programs. Washington, D.C.: Center for Community Affairs, National Training Laboratories Institute for Applied Behavioral Science, 1969. 344 pages. ED 030 827 Document not available from EDRS. (Available from NTL Institute for Applied Behavioral Science, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $3.95.)

The successor to a volume on concepts and issues in urban citizen participation, this work documents selected patterns of participation, issues that trigger participation (school decentralization, housing needs, a proposed highway, and other crisis situations), outside assistance as embodied in urban planning advocates and community development catalysts, and the training of community leaders, policemen, and others for participation. Newer forms of participation (the civil rights movement, peoples organizations, inner city ministries, detached agencies, neighborhood law firms) are discussed. These are followed by accounts of (1) community organizations at work in such localities as East Harlem, South Chicago, and Boston; (2) the role of black caucuses in generating minority power; (3) issues of participation in the Model Cities program; (4) urban renewal efforts in New Haven, Philadelphia, and Cincinnati; (5) pressure for greater local control of schools in Ocean Hill-Brownsville and elsewhere in New York City; (6) successful protest and action in lower Manhattan and Cambridge, Massachusetts; (7) attempts at dialogue in the Detroit ghetto; and (8) examples of community development in Puerto Rico and India.

39. Sumption, Merle R., and Engstrom, Yvonne. School-Community Relations: A New Approach. Administration in Education Series. New York: McGraw-Hill Book Company, 1966. 238 pages. ED 015 524 Document not available from EDRS. (Available from McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036, $6.95.)

This book presents a view of school-community relations based on the concept of the changing school in the changing community. To develop and maintain a desirable and adequate relationship between school and community, four essential principles must be operative: (1) recognition that the school is a public enterprise, (2) understanding that the American public school has a responsibility to seek out truth and teach people to live by it, (3) realization that there must be systematic, structured, and active citizen participation in educational planning, policy making, problem solving, and evaluation, and (4) recognition that an effective two-way system of communication between school and community is needed. Consideration is given to ten areas in which a private citizen can contribute constructively and effectively to educational improvement: (1) the public school in the modern community, (2) the school and the community power structure, (3) the role of the community in education, (4) community participation, (5) the citizen advisory committee, (6) communication between school and community, (7) the development and maintenance of communication, (8) principles of operation, (9) the school and social change, and (10) basic issues in school-community relations.

40. Swanson, Bert E. Decision-Making in the School Desegregation-Decentralization Controversies. Final Report. Bronxville, New York: Center for Continuing Education and Community Studies, Sarah Lawrence College, 1969. 316 pages. ED 032 378 MF $1.25 HC not available from EDRS.

    This study concentrates on the significant changes in policies and decisions as the New York City school system shifted from its previous efforts to desegregate the schools to the current attempts at decentralization. The major controversy in the city is now focused on who shall govern the schools. Findings are based on a three-part systems analysis, and the data are drawn from the experience of I.S. 201, Two Bridges, and Ocean Hill-Brownsville experimental school districts. Discussed are the administrative issues, the demographic aspects of these schools and communities, and the parents' characteristics and attitudes. Also included are chapters on a systems analysis of the transformation of urban education, and on the nature of the communication between the authorities and their clients.

41. Usdan, Michael D. "Strengthening Citizen Participation: An Analysis of New York City Experiments." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 8, 1969. 14 pages. ED 028 512 MF $0.25 HC $0.80.

    Although New York City has received the bulk of publicity on the decentralization issue because of the bitter conflicts there, the issue exists in other large cities as well. Community members, especially in the

ghettos, have become disenchanted with the bureaucratic organization and want to have a voice in policy decisions. Teachers, on the other hand, having acquired a great deal of power through the size of their organizations, feel that decentralization poses a threat to this newly acquired power. The result has been tragic and volatile confrontations between community groups and the teachers union, especially in the Ocean Hill-Brownsville decentralization struggle. Events which have permeated the New York crisis could cause trouble for other cities if they are not recognized and corrected. Lessons of the crisis are: (1) The civil rights movement and other developments have triggered an irreversible response in the ghettos; (2) school systems, the prime means through which social mobility can be achieved, will continue to receive much attention in the nation's urban struggle; (3) the lack of communication between the city's board of education and the community's fledgling governing board; and (4) the absence of attempts to hammer out cooperative compromises.

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